DOCUMENT RESUME

ED 058 558 AC 012 279

AUTHOR	Harrington, Johns H., Ed.
TITLE	Handbook for Community Adult School Counselors. Revised Edition.
INSTITUTION	Los Angeles City Schools, Calif.
PUB DATE	71
NOTE	69p.; Prepared by the Division of Adult Education
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Policy; *Adult Counseling; Adult Students; Citizenship; College Students; *Community Colleges; Community Services; *Counseling Goals; Foreign Nationals; Graduation Requirements; Guidelines; High School Curriculum; Interviews; Student Records; Testing; *Vocational Counseling
IDENTIFIERS	*Los Angeles

ABSTRACT

This handbook concerns the objectives, procedures, and limits of adult school counseling, and provides guidelines for counselors in a large school system. It aims to make reasonably uniform the services offered in all adult schools, and to extend these services. The 11 parts of the handbook discuss the following: I. Administrative Policies, II. The Interview, III. Testing, IV. Credit Evaluation, V. Records, VI. Citizenship and Visa Students, VII. Veterans' Counseling, VIII. Vocational Counseling, IX. High School Graduation Requirements, X. Community Agencies as Resources, and XI. College Counseling. A subject index is provided. (DB)

ED 058558

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HANDBOOK FOR COMMUNITY ADULT SCHOOL COUNSELORS

1971

AC 012 209

HANDBOOK FOR

COMMUNITY ADULT SCHOOL COUNSELORS

LOS ANGELES CITY SCHOOLS
Prepared by Division of Adult Education
Published by Division of Planning and Research
1971 Revision

APPROVED:

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FOREWORD

This revision of the Handbook for Community Adult School Counselors is published to up-date the constantly changing practices, policies, and procedures for counselors at the adult level of education.

The counselor can be the mirror that helps each student evaluate his goals in terms of his ability to meet them, in the framework of the educational opportunities available. Counseling begins with a student's initial questions to the desk clerk. It continues during the student's participation in the school through contacts with counselors, fellow students, teachers, and principal. It is part of the school enrollment, testing, evaluation, record keeping, follow-up, referral, and community out-reach. Because counseling is the thread that runs through the entire fabric of the program, the counselor--whatever else his duty assignment may be--is a key person in the school.

The adult school counselor must help all students in gaining a stated educational goal. He must help the student to gain a salable skill in the academic area for college entrance or skills to begin a vocational objective.

The current emphasis of preparing the adult student for career development--be it at the entry level or the complete job-changing level--makes it incumbent upon the counselor to use this Handbook as a tool to affect occupational change and occupational up-grading.

Because of constant change in the body of information, this Handbook can never be complete. It is with this knowledge that the Committee offers its work of revision to the Division of Adult Education and its counselors.

Abram Friedman
Assistant Superintendent
Division of Adult Education

ACKNOWLEDGMENTS

This revision of the Handbook for Community Adult School Counselors exhibits the cooperative work of many people, under the able leadership of Lawrence M. Larsen, who accepted the responsibility for the organization and development of the content of the publication, and for the preparation of the final manuscript.

Sincere appreciation is extended to all those people who wrote to the Committee offering suggestions for consideration.

Grateful acknowledgment is also expressed to the following members of the Handbook Committee and other interested persons on their sub-committees who have given so generously of their time, effort, resources, and expertise. Listed in alphabetical order, they are:

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Particular gratitude is conveyed to Jean Akiyama, who typed the manuscript, and Dr. Johns H. Harrington for having thoughtfully read and edited the manuscript.

CONTENTS

FOREWORD iii

ACKNOWLEDGMENTS iv

TO THE COUNSELOR ix

PART I. ADMINISTRATIVE POLICIES 1

Policy Counseling 1
Policy, Student Attendance 1
Students under 18 1
Allocation of Counseling Hours 2
Position Responsibilities and Requirements 2
Counseling Ethics 3

PART II. THE INTERVIEW 5

Purpose 5
Counselor's Attitude 5
Constructing the Problem 6
Questioning 6
Observing 6
Criteria for the Effective Interview 6
Improving the Interview 8

PART III. TESTING 9

Uses and Limitations of Testing 9
Tests as Diagnostic Devices 9
Establishing Eighth Grade Proficiency 9
Testing for Diploma Credit 9
Authorized Tests for Credit in Academic Subjects 10
General Education Development Tests 10
Maximum Credit Allocation for GED Tests 12

PART IV. CREDIT EVALUATION 15

Policies 15

PART IV. CREDIT EVALUATION (continued)

Credit from Sources Other Than Schools 15
Military Training Programs 16
MDTA & Other Specially Funded Programs 17
Work Achievement 19
Licensed Occupations 19
Examinations 20
Programmed Instruction Courses 20
Foreign Study 20

PART V. RECORDS 23

Counseling and Records 23
Accuracy 23
Recording Standards 23
Supporting Records 23
Photo of Cum Folder 24
Recording of School Marks 25
Entering Marks from Transcripts 25
Certification by Principal 26
Transcript Requests 26
Outgoing Transcripts 26
Files 26
Transcript Sample 28
Microfilming 29
Destruction of Records 31

PART VI. CITIZENSHIP AND VISA STUDENTS 33

Citizenship Program 33
Visa Program 33
Non-Immigrant Visa Holders 33
F Visa Holders 33
Change of Visa Status 35

PART VII. VETERANS' COUNSELING 37

Special Counseling for Veterans 37
Determining Eligibility for Benefits 37
Veteran's Application for a Program of Education 37
Acknowledgment of Receipt of Claim 38

PART VII. VETERANS' COUNSELING (continued)

Certificate of Eligibility 38
Enrollment Certification 38
Certifications to Regional Office 39
Certification of Attendance 39
Records and Reports 39
Qualifications for High School Diploma 41

PART VIII. VOCATIONAL COUNSELING 43

Scope 43
The Counselor's Function 43
Special Factors for Consideration 43
Tests 43
Referral Sources 44
Sources of Occupational Information 44
Job Placement 45
Additional Training 46

PART IX. HIGH SCHOOL GRADUATION REQUIREMENTS 47

Graduation Requirements in Four-Year Adult Schools and Occupational Centers 47
Minimum Number of Credits 48
Residence Requirements 48
First Aid Instruction 48
Standards of Achievement 48
Credit 48
Programmed Instruction 49
Selection of Major Sequence 49
Academic Major 49
Business Major 50
Fine Arts and Music Major 50
General Major 51
Homemaking Major 51
Industrial Education Major 52
Secretarial Major 53
Eighth Grade Requirements 53
Certificate Programs 54

PART X. COMMUNITY AGENCIES AS RESOURCES 55

Use of Agencies 55
Specific Community Services 55
Welfare Information Service 55
Directory of Services 55
Suggested Referral Procedures 56

PART XI. COLLEGE COUNSELING 57

Community Junior Colleges 57
Purposes of Community Colleges 57
California State Colleges 58
University of California 58
Private Colleges and Universities 60

INDEX 61

TO THE COUNSELOR

"'Who am I?' continues to be a hard question to answer. The easy answers of name, place and vocation no longer suffice; identity becomes numerical, mobility has minimized location, and vocational tasks become transitory or obsolete. With such insecure status and terrain, the search for self is more difficult, more important. The counseling function is strategic to the success of the educational enterprise. Whoever counsels touches the delicate web of individual decision-making, personal adjustment and self-image. Those who counsel may beckon, consult or direct."

Leslee J. Bishop, "Who is the Counselor?", Educational Leadership, January, 1967, p. 301

Most adults need and desire counseling. The age of the student does not free him from the need for new information to aid in making realistic choices. The adult school counselor's function is to facilitate interaction between the educational needs of the counselee, his circumstances as he sees them, his goals, and the means for achieving those goals.

Individual needs, desires, ambitions cannot be separated from marital, financial, or family problems. But the counselor must be cautious about exploring the counselee's personal problems only as they affect the counselee's educational or vocational plans and objectives. If the counseling sought is essentially in the area of personal problems, the counselor should refer the counselee to the proper agency.

The adult school counselor copes with present problems and long range goals. In evaluating these problems and goals, the counselor must use all possible sources of information. Although he does not "give advice" to the counselee, the counselor does provide sufficient information so that the counselee can make his own choices and decisions based upon the awareness of realistic alternatives.

The tools for adult testing and evaluation are increasing in quality and quantity. Adult educators must be alert to make judicious use of them as they become available. Standardized test scores can provide partial and helpful information for student guidance, as indicators of a student's strengths and weaknesses. While standardized tests may be used to validate learning experiences outside of class, they never substitute for the educational value of a classroom course of instruction.

The Handbook for Community Adult School Counselors is concerned with the objectives, procedures, and limits of adult school counseling. This book provides guidelines for

for counselors in a large school system where some uniformity of purpose and objectives is needed. Both its use and its constant evaluation are invited. It aims to make reasonably uniform the services offered in all adult schools. It aims to extend, not to restrict these services. Though adult school counseling has been mandated for several decades, the development and organization of a complete, integrated counseling program has been delayed by lack of funds and personnel. Federal programs have done much to change this.

It is anticipated that counseling in Los Angeles community adult schools will continue to increase rapidly in importance. It is apparent that this function will not long be the major responsibility of vice-principals. Soon full time counselors will be in all schools.

The position of adult school counselor is frequently taken as an initial step in changing from a teaching role to administrative assignments. For those following this path, supervisory and administrative credentials will be essential. Other adult school counselors will elect counseling as a continuing career and will use the appropriate credentials in carrying on their work.

The Division of Adult Education can exercise leadership of national consequence in its continued development of the counseling program. It is the responsibility of every counselor both to use what has proved to be sound and to test what is new, in the process of providing the best possible counseling for adults in the adult school program.

PART I. ADMINISTRATIVE POLICIES

Policy, Counseling. The California Administrative Code, Title 5, recognizes educational counseling as a required function of every community adult school. Sections 108 and 122.1 mandate an adequate counseling program of individual guidance, placement, and follow-up. Section 109 describes the maintenance of records and reports needed for preparation of the annual reports prescribed by the State Department of Education. Section 115.22 outlines the maximum amount of work experience credit that may be allowed.

Policy, Student Attendance. The California Education Code, Section 5706, provides that adult education classes shall be open for the admission of adults and of such minors as in the judgment of the governing board may be qualified for admittance thereto. Students attend adult school classes under the following stipulations:

1. Permission to attend adult classes is not predicated on membership in any organization.

2. Student enrollment, attendance, and accounting procedures in classes for adults are established by the Superintendent in conformance with the regulations established by the local Board of Education.

3. Persons over 18 years of age not attending full time in public day school may enroll for instruction in classes for adults, provided they can profit by the instruction and can meet the prerequisite requirements for particular classes as set forth in the catalog of courses for adults.

4. Students are not permitted to re-enroll for the same course, except upon permission of the principal.

5. Students are not allowed credit for a course in which they have attended less than 80 percent of the class time.

Students Under 18. Students under the age of 18 may be enrolled in adult school under the following circumstances:

1. If they have been graduated from high school. Attendance may be counted for ADA purposes.

2. If they are day school or continuation students attending with the written permission of the day school principal and with the approval of the community adult school principal. Attendance may be counted for ADA purposes, except that attendance of continuation students may not exceed a total of 15 hours in both schools.

3. If they are exempted from attendance at continuation school, as agreed to by both the day school principal and the Child Welfare and Attendance Supervisor, and if they receive the approval of the community adult school principal. Attendance may be counted for ADA purposes.

4. If they are continuation students interested in enrolling in a Regional Occupation Center. These students are referred to the Admissions Coordinator at the Center. Attendance may be counted for ADA purposes.

Allocation of Counseling Hours. The number of counseling hours per school month, as well as the position of vice principal, is allocated to each community adult school on the basis of its earned units of ADA during the previous year, as follows:

ADA	Vice Principal	Central Location Counseling Hours
Less than 400	-	60
400-499	-	72
500-599	-	84
600-699	1	12
700-799	1	24
800-899	1	36
900-999	1	48
1000-1099	1	60
1100-1199	1	72
1200-1299	1	84
1300-1399	1	96
1400-1499	1	108

The above distribution is based on additional allocations of twelve counselors' hours per school month for each 100 units of ADA, or fraction thereof, for community adult schools recording 400 to 599 ADA during the regular session of the previous school year.

Counseling hours are allocated to branch locations of schools not assigned a full-time vice principal. The allocation is three hours for each evening that the branch is open, provided that at least eight teachers are assigned per evening.

Position Responsibilities and Requirements. The major responsibility of the counselor is to provide guidance for individual students and to help them plan programs of study. He helps the counselee to develop a long-range educational and/or vocational goal. He tests when appropriate to ascertain interest, aptitude, and achievement levels. He establishes, maintains, and evaluates educational files and records, placing students in classes that are commensurate with their levels of competence.

The objectives of the educational program in the community adult school require the counselor, under the direction of the principal, to work effectively in many areas of community development in order to articulate the educational efforts of the community adult school with the needs felt by the community. To accomplish this purpose, the counselor cultivates close working relationships with local churches, service clubs, the chamber of commerce, the coordinating council, unions, and other community groups and agencies. The channels established by the counselor help him not only to refer students in need of specific services, but also to advise the principal regarding alternative directions for the community adult school's educational thrust.

The counselor is a key person in the adult school organization. Experience in this position is considered to be excellent training for the vice principalship. In fact, the counselor who is located at a branch school must assume many of the duties of a vice principal and must be a person of both high competence and qualities of leadership.

All community adult school counselors must possess at least a valid California general secondary teaching credential, or a standard teaching credential (elementary, secondary, or junior college specialization) with major and minor subject fields normally taught in public schools. Full-time adult school counselors meet additional requirements. Desirable qualifications include formal preparation and experience in educational and vocational counseling and in the field of adult educatio..

Individuals not currently enrolled in a community adult school frequently call upon the counselor for educational and vocational advisement on problems not connected with the adult school. The counselor must have a wide knowledge of educational opportunities at every level in his area, such as those relating to the District and to private, federal, and apprenticeship programs. The counselor takes the responsibility for making an appropriate referral when this seems desirable.

Counseling Ethics. The counselor must make it clear to the counselee through his actions and words that he will respect his right to privacy and treat professionally all confidential matters covered in the interview.

The counselor deals with the counselee's personal problems only as they relate to his vocational and educational objectives.

PART II. THE INTERVIEW

Purpose. The primary objective of community adult school counseling is to assist in meeting the educational and vocational needs of the counselee.

Counselor's Attitude. Each counseling interview represents a face-to-face contact, in which the client and counselor work together to achieve a purpose. Certain factors affect the progress of each interview. For example, the privacy of the conference room and the personal characteristics of the counselor affect what the client is willing to talk about; in turn, the ease with which the client verbalizes his ideas affects the selection of counseling procedures.

In each successful counseling interview, the counselor takes the initiative for the following:

1. Showing Acceptance of the Client. The counselor accepts and respects the client as a worthy individual whose problems merit attention. He shows this acceptance through a warm, friendly interest in the client, rather than through boredom, disinterest, or an attitude of obligation. The counselor so frames his remarks that this acceptance of the client is evident.

2. Seeing the Client's Problem as He Perceives It. Once the counselor has determined the client's perception of the problem, he must evaluate the problem and its solution in terms of the client's feelings toward it and the school's capacity to help. For example, if a client says he reads so slowly that he has difficulty completing his lessons, the client might be expressing unconscious dislike of the subject matter or of the teacher, or he may be reflecting a need for instruction in remedial reading.

3. Fixing Responsibility for Decision. The counselor's remarks establish a framework for all phases of the interview. The counselor should not lead so strongly that the client does not take responsibility for making a decision. Neither should the counselor lead so weakly that the client is not stimulated toward effective growth and adjustment. The counselor has no right to make decisions for a counselee because such decisions are drawn from an inappropriate point of reference. The correct reference points are the counselee's expressed needs and the agreed-upon goals growing from these needs.

4. Establishing Rapport. The counselor's empathy with the counselee and his problem will reflect his genuine interest in people and his desire to help them to develop to their highest potential.

5. Verbalizing With Understanding. Most persons speak the English language with varying degrees of proficiency. The counselor must attempt to imagine himself in the counselee's position, so that they will both be speaking and understanding the same language.

Constructing the Problem. The counselee must state his educational or vocational need. He must tell you what he wants. The need may be a simple desire to take some courses to build a vocational interest, or it may be a highly specialized course of study leading to a particular educational goal. "How may I help you?" is an excellent way to start the counselee talking. Let him state his problem with a minimum of interruptions.

Questioning. The counselor must be adept at the art of questioning. There are two prime purposes of questioning. The first is to direct discussion during the interview into gaining more information about the problem. This may require the counselee to repeat his ideas, or it may call for new directions in stating the ideas so that they are reflected in the context of new thoughts. The counselor should phrase his questions so that they are consistently pointing toward the goal of the interview.

Observing. All persons react to stimuli in relation to the total environment. It is necessary to remember that facial expressions, gestures, and tone of voice on the part of the counselor can aid or impede the interview. The counselor must not give negative reactions on this level. At the same time, the counselor must be alert to the subconscious feelings of the counselee.

Criteria for an Effective Interview. Limitations in time and depth of the interview will not always allow the counselee to resolve his problem. The counseling interview ends when the counselee has reached some degree of insight related to the solution of his problem. The best counseling interviews have the following characteristics:

1. Professional. The counselee's educational problems are discussed in a professional and business-like manner. The counselee wishes to have his questions answered, not the counselor's. However, the counselor's inquiries should be answered as completely as possible in order to help the counselee.

2. Personal. The counselee wishes to feel that the counselor is genuinely interested in his problem.

3. Judicious. The counselor avoids hasty conclusions. The counselee does not expect a ready answer for every problem.

4. Flexible. The counselor varies techniques to fit the personality and mood of the counselee.

5. Systematic. The counselor keeps accurate, professional notes relating to all interviews so that an adequate case history can be developed. This procedure eliminates repetition and develops a feeling of genuine interest in the counselee.

6. Comprehensive. The counselee wishes to see how his problem fits into the total vocational or educational process. The counselor must be familiar with courses, methods, and educational offerings so that this complete picture can be developed.

7. Ongoing. The counselor arranges for a follow-up interview with the counselee for review of his progress during the semester.

8. Types of Interviews

   a. Programming. The counselor assists the counselee in planning his current program for the semester or quarter. Programming interviews should be limited because of the increased counseling load, particularly during peak periods.

   b. Counseling Interview
      (1) Initial Interview
         (a) Establish rapport with counselee.
         (b) Determine counselee's goals.
         (c) Determine previous education and schools formerly attended.
         (d) Send for transcript.

      (2) Follow-Up Interview
         (a) Review evaluation of transcript with counselee.
         (b) Evaluate all new information pertaining to counselee's goals and determine priorities.
         (c) Plan complete course for attaining the agreed-upon goals.

   c. Informal Interview
      This includes all contacts with counselee outside the formal counseling situation; e.g., at coffee truck, school social event, school hallway, or classroom. The purpose of the informal interview is to demonstrate a continuing interest in the counselee. This casual contact also helps to identify students needing counseling service and is a means of collecting information from students about school, personal, and community problems.

   d. Group Interviews
      (1) Meet with a group for the specific purpose of expediting programming during registration.
      (2) Meet with a special group with a problem, or problems, in common; i.e., college orientation or graduation.
      (3) Visit classroom to provide information and extend counseling service.
      (4) Meet with counselee and other interested parties.

Improving the Interview. New techniques in counseling are constantly being developed through research. Periodicals, books, and in-service training programs point out many of these innovations. For example, a tape recorder used with the expressed permission of the counselee may be a valuable tool for self improvement. The counselor adopts those techniques which best help him meet the needs of the counselee. There is no perfect set of techniques for use by all counselors. The counselor is ever a student himself, learning how to help people better through the introduction of more effective methods.

PART III. TESTING

Uses and Limitations of Testing. The value of standardized measuring devices at all educational levels is fully recognized. Standardized tests and inventories have been developed to evaluate many individual characteristics. The community adult school counselor will find these measuring devices and their administration an important part of his responsibilities.

However, any testing device has its limitations, and results will be useful only to the extent that the following criteria are applied:

1. The measuring device is selected with care to assure its suitability.

2. The test is administered strictly in accordance with the procedures outlined by the author.

3. The individual being tested has approximately the same general characteristics as the persons in the group used to standardize the test.

4. The client cooperates fully with the tester, is made to feel at ease, and performs to the best of his ability.

5. The person conducting the test does not assume nor read into the results more than was intended by the authors.

6. The results are competently interpreted to the client as part of an overall analysis of the counselee's needs, problems, and goals.

Tests as Diagnostic Devices. Individual or group tests with grade-level standardization may be used to determine the performance capability of a student in the basic skills of reading, language, and arithmetic, or in a foreign language. The results can be useful in placing a student in a class that is suitable in terms of his capabilities. Some tests may also be used to determine specific areas of weakness within a discipline, such as mathematics.

Establishing Eighth-Grade Proficiency. Standardized tests may be used to determine grade-level proficiency in the basic skills of reading, language, and arithmetic. An instrument such as the California Achievement Test should be used to validate learning competence necessary for the eighth-grade certificate. A score of 9.0 grade placement in basic skills establishes eighth-grade proficiency.

Testing for Diploma Credit. Adults may have had experiences that are equivalent to course work offered in community adult schools. In some cases, it is therefore unnecessary to require a student to take particular courses. To evaluate the adult's level of

achievement, it may be desirable to use standardized measuring instruments. Reasons for administering such a test may include individual study, private schooling, correspondence courses, partial completion of high school courses, and extensive experience in a particular field. Each case must be judged on its own merits. Credit authorized as a result of testing may not be greater than the credit that could have been earned in the course to which the test relates. A student may not earn more than half the total number of credits required for graduation by any combination of tests and/or work achievement credit.

Among the instruments used to measure student proficiency are the following:

1. Authorized Tests for Credit in Academic Subjects. Standardized tests authorized for use in elementary and secondary schools in the Los Angeles Unified School District are available to community adult schools. The Measurement and Evaluation Branch should be consulted for assistance in test selection for specialized uses. The following tests are frequently used in community adult schools and appear on the List of Standardized Tests Authorized for Use in the Los Angeles City Schools (September, 1968). It is anticipated that a list of tests for use in community adult schools will soon be published.

   a. California Achievement Test, Complete Battery, Junior High Level, or Stanford Achievement Test, Complete Battery, Intermediate. May be used for 9th-grade placement or may count as examination credit for English, Arithmetic, and Reading.

   b. California Achievement Test, Complete Battery, Advanced, or Stanford Achievement Test, Complete Battery, Advanced. Same use as above, but may be used to determine more advanced achievement in basic subjects.

   c. Equivalency Testing. Each school may administer 9th- and 10th-grade equivalency tests to adult students. Verification of progress may be accomplished through analysis of previous credits or of a combination of credits and test results. Students may need this verification to qualify for entry into training programs for barbers, cosmetologists, and vocational nurses.

2. General Educational Development Tests. The GED tests are designed to measure the quality of a student's education, with minimum emphasis on non-essentials. Either veterans or non-veterans are eligible to take these tests, the results of which are used to determine the student's educational needs. The student need not repeat the study of content that he has already mastered. However, proper use of the tests in no way reduces standards related to educational requirements.

   There are five tests of General Educational Development. Test No. 1 covers grammar, spelling, punctuation, and usage, while Tests 2, 3, and 4 are primarily measures of a

student's ability to read and understand the type of material contained in high school textbooks. The student will read about social studies, natural science, and literature, after which he will answer questions about what he has read. Test No. 5 concerns arithmetic and mathematics.

The GED tests by themselves do not qualify a student for a high school diploma in California, nor does California issue an equivalency certificate as some other states do.

Before becoming eligible to qualify for credit in any one of the GED test areas, the student must demonstrate a general level of achievement by passing all tests in the battery. The GED series should be administered when the student has made sufficient progress to provide reasonable assurance that he will earn passing scores. If a student has an enriched educational background, however, there may be no reason to delay taking the tests.

Yet a significant number of students fail the tests and thus reinforce their low self-concepts. It is therefore advisable to give some kind of screening test in reading and math before recommending a student for the GED battery.

a. Student Eligibility. Students taking the test series must be at least 19 years of age during the school year in which the battery is administered to them.

b. Minimum Score for Credit. Minimum score for credit will be granted only when both of the following conditions have been satisfied:

   (1) The student must have an average standard score of 45 or more on the entire battery, with no score below 35.

   (2) The student must have achieved a minimum standard score of 45 on each test for which he is to receive credit.

   Student scores earned from tests administered in other school districts cannot be used to grant credit until the school year in which the applicants reach their 19th birthday. Veterans are exempted from this rule.

c. Maximum Credit Allowed. Results of adult school surveys have shown that the average student who passes the GED tests receives 40 credits. A student may not be granted more than half of the required credits for graduation by use of any combination of tests, examinations, or work achievement.

d. Granting Credits. The basic rule to be utilized in determining the amount of credit which can be awarded for achieving satisfactory test scores is as follows:

Additional credit may not be granted through repetition of a subject for which credit has previously been received. For example, a student who has been granted credit through testing for English 1 and 2 cannot later earn additional credits by taking English 1 and 2 in a community adult school, although he may elect these classes for credit and forfeit the GED test credit. However, credit may be granted for completion of a course in progress at the time of GED testing.

Tests 2, 3, and 4 may be considered measures of aptitude and reading ability and do not correspond to the content of a specific subject or course. Consequently, the basic rule cited above does not apply to these tests. Credit can be granted for their successful completion.

e. Only two retests are allowed. The first retest may be given after a lapse of one year, if no remedial instruction is provided. If remedial instruction is undertaken, the tests may be repeated after a period of six months. Proper screening should be used to determine the extent and nature of remedial instruction. Although initially the entire GED series must be administered, subsequently only individual sections may be utilized.

Maximum credits allowed for successful completion of each test in the GED battery are as follows:

MAXIMUM CREDIT ALLOCATION FOR GED TESTS

Test Description	Credits	Other Factors
I. Correctness and Effectiveness of Expression	20 Maximum Credits May be used to satisfy part of the English requirement (English 1,2,3,4, or required English elective). May not be applied to general electives. Subtract earned credit from the possible 20 GED credits.	English Advanced Grammar and Composition and one other course must be completed in the classroom.
*II. Interpretation of Reading Materials in the Social Studies	10-15 Maximum Credits Five credits may be used toward completing elective credits in the social sciences, or up to 15 credits may be applied to general electives.	Social Studies Records must show 20 credits earned in class, as follows: U.S. History 1,2 U.S. Government 1 U.S. Government 2 (or equivalent courses).

Test Description	Credits	Other Factors
*III. Interpretation of Reading Materials in the Natural Sciences	10-15 Maximum Credits Up to 10 credits may be used toward completing the elective credits in mathematics-science, or up to 15 credits may be applied to general electives.	Science Records must show 10 credits in laboratory science earned in class.
*IV. Interpretation of Literary Materials	10-15 Maximum Credits Ten credits may be used to satisfy credits in English electives, or up to 15 credits may be applied to general electives.	Literature Students may be granted the 15 credits and still receive earned credits in English electives, including literature.
V. General Mathematics Ability	20 Maximum Credits Up to 10 credits may be used to satisfy the mathematics requirement in mathematics-science; and up to 10 credits may be used to satisfy elective credits in mathematics-science; or up to 10 credits may be applied to general electives. Subtract earned credit from possible 20 GED credits.	

*Note: Credits for tests 2, 3, and 4 should not exceed an aggregate of 40 maximum credits.

PART IV. CREDIT EVALUATION

I. General Policies for Credit Evaluation

Uniformity of credit evaluation procedures in all community adult schools is vitally important. The following statements of general policies provide a framework within which graduation requirements established by the state and the school district can be met.

A. Community adult schools are four-year high schools.

B. Transfer credit shall be allowed only from accredited schools.

C. Transfer credits for correspondence courses shall be limited to those provided by the University of California, Extension Division, and the United States Armed Forces Institute.

D. A total of 160 semester credits is required for graduation, excluding physical education and religion, of which 120 must be earned in Grades 10-12.

E. A minimum of 15 semester periods of credit must be completed in residence at the community adult school granting the diploma.

F. Credit for successful completion of courses taken in a junior college or state college may be granted to a student under the following conditions:

1. The course is included in the high school course of study, or is of equivalent level.

2. The student has not been graduated from college.

3. College units are evaluated in the ratio of 3 units equaling 10 high school semester periods of credit and of 2 units equaling 5 high school semester periods of credit.

G. Every candidate for graduation will have a Major. (Refer to Part IX.)

H. In cases of acceleration through either the B9 or A9 semesters, credit shall be allowed only for those courses that appear on the transcript, excluding physical education or religion. However, it is possible that credits for these semesters may be obtained through testing. (See Part III.)

II. Credit From Sources Other Than Schools

The community adult school program accepts the student at whatever point he has reached in his educational experience. Therefore, credit may be granted

for reasons other than completion of formal school work. However, no more than one-half of the required credits for graduation may be obtained from a combination of the following sources:

1. Military Training Programs
2. MDTA and Other Specially Funded Programs
3. Work Achievement
4. Licensed Occupations
5. Examinations
6. Programmed Instruction Courses

A. Credit for Military Training Programs

Credit may be granted for the completion of military training programs and other valid educational experiences. Programs may include:

1. Officer and enlisted service school courses
2. Off-duty classes offered by the Armed Forces and cooperating local institutions
3. Correspondence courses offered by the Armed Forces Institute, the Coast Guard Institute, and cooperating colleges and universities. Transcripts of work completed, or scores of GED tests taken while in the Armed Forces may be obtained by writing:

   Headquarters
   U.S. Armed Forces Institute
   Madison, Wisconsin 53703

4. Basic or Recruit Training

   A maximum of 30 semester periods may be granted for this type of training. The suggested breakdown by courses is as follows:

Health and Hygiene . . .	10
Military Science	10
First Aid	10
	30

B. MDTA and Other Specially Funded Programs

Credit for completion of specialized adult programs in the district may be honored in the same way as credit from other schools. Insofar as practicable, the specialized adult centers derive their course titles from the Catalog of Authorized Subjects or the Dictionary of Occupational Titles. (Division of Adult Education Bulletin #2 dated February 23, 1968.) However, duplicate credit cannot be granted if the student has previously completed equivalent high school courses or training programs.

C. Work Achievement

1. The following conditions must be met for the granting of work achievement credit:

   a. Work must commence after the student's 18th birthday, and the student must be a minimum of 19 years old at the time that credit is authorized.

   b. Wages or salary must have been paid for the work.

   c. The student must be or have been employed for at least one year with the same firm before his work achievement may be considered for credit.

   d. A person who is self-employed and thereby making a livelihood is eligible for credit.

   There must be an initial verification of employment. This verification may be accomplished by any of the following:

   A notarized statement from the person that describes the type of employment.
   A copy of an annual income tax report.
   A copy of an annual Social Security report.
   A statement from a labor union.

2. These procedures should be followed when work achievement credit is requested.

   a. The student obtains verification of work from his employer on letterhead stationery which contains the following:

1) The duration of full time and part time employment
2) A job description
3) The amount and method of training the employee received on the job, if applicable

b. Upon receipt of verification, the counselor prepares a "Request for Credits for Work Achievement" in duplicate, obtains the approval of the principal, and then forwards the form to the Director of Instruction.

3. The following guidelines also are applicable:

a. Credit may be granted on the basis of ten semester periods for a specific job, held for one year.

b. If there has been progression in the job, five semester periods may be granted for each additional six months.

c. No division may be made to account for odd months above twelve.

d. No credit is granted for work achievement in excess of twelve months if there is no change in the type of work done.

e. Exceptions may be made if the type of work is progressively more difficult, justifying a division into beginning and advanced courses.

4. The Work Achievement Committee of the Los Angeles Adult Education Principals' Association will review the request and return the original copy of the form, indicating approval and/or modification of the request. The duplicate copy is retained by the committee for its files. The original becomes part of the student's cumulative record.

The Work Achievement Committee offers the following guidelines to the counselor:

a. Be specific in naming the subject field. All electives are classified by subject field. Refer to the Catalog of Authorized Subjects. For course titles not listed in the above, refer to the Dictionary of Occupational Titles.

b. Be specific in designating course titles. Divide the credits requested into specific titles.

c. Follow the general rule of:

10 semester periods maximum in one subject
40 semester periods maximum in one subject field

d. Use the title of the course, not the title of the worker, on the request form.

Examples:	PBX Operation	-	not PBX operator
	Carpentry	-	not carpenter
	Typewriting	-	not typist

e. Request only credits needed to meet graduation requirements. Do not request more credits than are commensurate with the extent of work achievement.

f. Be sure to include the student's birth date or age on the request form.

g. Assure that credits requested and granted do not duplicate credits already noted on the cumulative record.

h. Note that credits for work achievement may be applied only to the major or elective subject area requirements.

i. Forward applications for credit to the committee frequently. Do not allow a backlog to build up.

D. Licensed Occupations

Credit may be granted upon presentation of a state license authorizing the holder to engage in a certain occupation. The following examples illustrate the subjects for which credit may be granted:

State Cosmetology License	Credits
Anatomy	10
Hair Styling	10
Electrolysis	10
Personal Grooming	10
Total	40

State Barbering License	Credits
Principles of Barbering	10
Personal Hygiene	10
Business Management	10
Physical Therapy	5
Anatomy	5
Total	40

Vocational Nurse License	Credits
Principles of Nursing	10
Personal Hygiene	10
Family Living Ed.	10
Physiology	10
Total	40

E. Examinations

Refer to Part III.

F. Programmed Instruction Courses

Refer to Part IX and the Catalog of Authorized Subjects.

G. Foreign Study

Transcripts for work completed in schools in a foreign country may require special processing. A foreign language teacher may translate foreign documents for the counselor, or the student may submit a notarized translation. Such statements must be accompanied by the original documents. Guidelines regarding educational programs in foreign countries are also available. For assistance with the evaluation and/or translation of the documents, contact the Central Office.

H. A student may not earn more than half of the total number of credits required for graduation by any combination of tests, examinations, or work achievement credit.

III. Summary

The community adult school counselor should note that this Handbook provides only guidelines. Therefore, it is not possible to supply specific instructions for the evaluation of individual requests for credit. It will be necessary for the counselor to resolve difficult or unusual problems through assistance from other counselors, the Guidance Council, the Central Office, the principal, and/or the student.

PART V. RECORDS

Counseling and Records. The keeping of student records is a major counseling responsibility. However, this task should not be time-consuming if adequate clerical assistance is assigned. Under the direction of the principal or the vice-principal, (if one is assigned), the head counselor supervises the counseling and guidance program. With the approval of the principal, he outlines the duties and responsibilities of teacher-counselors and counseling clerks.

Accuracy. Cumulative records must be filled out completely, neatly, accurately and legibly because they are legal documents and subject to audit at any time. The clerk cannot be expected to make final decisions.

Upon receipt of a transcript, or a request for credit of any kind, the clerk places it in a folder for referral by the counselor when he meets with the counselee, completes a worksheet in duplicate, which is similar to the cumulative record form, and makes decisions and recommendations. The student receives the carbon copy of the worksheet for his personal file. The clerk receives the other copy for use in recording data on the cumulative record. The original worksheet and supporting documents are retained in the cumulative folder until the student is graduated, or until the record is prepared for microfilm.

Recording Standards. The purposes of the cumulative record is to provide an objective summary of the student's educational progress. Directions for recording information are self-explanatory. In recording information, the clerk should keep in mind that the cumulative record will be microfilmed and possibly photostated. The cumulative record must be free from erasures. A correction may be made by drawing a straight line through an error. Black ink should be used. A sample cumulative record appears on the next page.

Supporting Records. It is very important that pertinent information be filed with absolute accuracy to substantiate the credit recorded in the cumulative record. Examples of supporting documents that must be filed include: credit slips for courses completed in residence, transcripts received from other accredited schools, validated requests for credits for work achievement, credit slips indicating credit granted on the basis of performance on standardized tests, military discharge or separation papers, and verifications of satisfactory completion of service school and/or USAFI courses.

ARONDO ADULT SCHOOL
4123 HIMALAYA DRIVE
LOS ANGELES, CALIFORNIA
School Name & Address

LOS ANGELES CITY SCHOOLS
DIVISION OF ADULT EDUCATION

FILE NUMBER 2054

ADULT STUDENT'S CUMULATIVE RECORD

Name DOE (Last) SAM (First) (Middle) MR. (Mr., Mrs., Miss) (Maiden Name)

Address 10986 So. Paxton Street City Arleta, California Zip 91331 Phone 365-5689

Birth date 3-9-43 Birthplace Los Angeles, California Date Entered 1-20-68

Eighth Grade Completed: Yes Place Pacoima Jr., Pacoima, California Date 6-15-58

	Course No.	Date	R T W E M	Mark	Sem. Per.
ENGLISH (35)					
1. ENGLISH	9th	6-59	T1	B/C	10
2. ENGLISH	10th	6-60	T1	C	10
3. AMER. LITERATURE	11th	1-61	T1	A	5
4. INTERP. of LIT. MAT'L G.E.D.4		8-61	E	CR.	5
5. ADV. GRAMMAR & COMP.	5.2	6-68	R	C	5
6.					
7.					
SOCIAL SCIENCES (25)					
8. U.S. History 1	B-11	1-61	T1	C	5
9. U.S. History 2	A-11	6-61	T1	B	5
10. U.S. Government	188.1	6-68	R	B	5
11. U.S. GOVERNMENT 2	188.2	6-68	R	B	5
12. WORLD HIST. & GEOG.	B-10	1-60	T1	C	5
13.					
MATHEMATICS-SCIENCE (30) (Minimum 10 each – total 30 required)					
14. ALGEBRA 1 and 2	9th	6-59	T1	B/C	10
15. GENERAL SCIENCE	9th	6-59	T1	C/C	10
16. BIOLOGY 1 and 2	10th	6-60	T1	B/A	10
17. CHEMISTRY 1 and 2	11th	6-61	T1	B/C	10
18. GEOMETRY 1	10th	1-60	T1	B	5
19. GEOMETRY 2	B-11	1-61	T1	B	5
MAJOR (30-50) ("√" Denotes requirements for major)					
ELECTIVES (40-20)					
20. SPANISH 1 and 2	9th	6-59	T1	C/C	10
21. SPANISH 3 and 4	10th	6-60	T1	C/B	10
22. MILITARY SCIENCE		6-64	M	CR.	15
23. COMMUN. & PERS. HYG.		6-64	M	CR.	15
24. FIRST AID		6-64	M	CR.	Ø
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33. SOCIAL STUDIES	9th	6-59	T1	A	EX.
34. PHYSICAL ED.	9th	6-59	T1	C/B	EX.
35.					
36.					
37.					
38.					
39.					
40.					
41.					
42.					
43.					
44.					
45.					
46.					
47.					
48.					
49.					
50.					
51.					
52.					
53.					
54.					
55.					
56.					
57. GEOMETRY 2	A-10	6-60	T1	Fail	Ø
58. ALGEBRA 3	A-11	6-11	T1	Fail	Ø
Minimum Total 160 Semester Periods					160

Received diploma Sam Doe 7-15-68

ACADEMIC
Title of Major Field

GENERAL INFORMATION

CODE:

R. . . . . Credit in Residence.
T. . . . . Credit by Transcript.
W. . . . . Credit by Work Achievement.
E. . . . . Credit by Examination.
M. . . . . Military Service Credit (Electives Only).

DATE COLUMN: Use Date Semester Ends.

MARKS:

A. . . . . Superior
B. . . . . Better Than Average
C. . . . . Average
D. . . . . Barely Passing
Fail . . . . . Failure
Inc. . . . . Incomplete Work

CREDITS:

160 semester periods of credit are required for graduation. 120 of the 160 must be work taken above the 9th grade level. 15 or more semester periods of credit must be earned in the school issuing the diploma.

TRANSCRIPTS RECEIVED FROM:

	Institution, City & State	Date of Leaving
T1	Washington High School, Los Angeles, CA.	6-61
T2	D.D. 214, U.S.A. 19711625 (Honorable)	6-22-64
T3		
T4		

General Educational Development Tests, Standard Score

Date 8-61 Where Taken USAFI Form W

1 49 2 60 3 55 4 61 5 53 Average 55.6

RECORD OF EXAMINATION DATA

Name of Examination	Form	Date Given	Exam. Score
E1			
E2			
E3			
E4			

TRANSCRIPTS SENT TO:

Institution, City & State	Date
Southwest College, Los Angeles, Ca.	6-68

ELIGIBILITY FOR GRADUATION

Checked by Charles Smith (Counselor) 6-10-68 (Date)

Approved James Duncan (Principal) 6-13-68 (Date)

Date Graduated 6-14-68

Recording of School Marks. Instructions for entering marks in the cumulative records of secondary school pupils appear in the Cumulative Record Handbook for Junior and Senior High Schools (Measurement and Evaluation Branch, Publication No. 254). The following references are particularly helpful in interpreting the records of students who have earned marks in day courses:

Topic	Page No.
Explanation of Marks and Abbreviations	18
Transmittal of Records to an Adult School	21
Abbreviations for Mental Tests Commonly Used at the Secondary Level	39
Abbreviations for Achievement Tests Commonly Used at the Secondary Level	42
Responsibility of Retaining Secondary Cumulative Record Card of Student	50 (Appendix B)

Entering Marks from Transcripts. All marks correspond to terms defined in the General Information section of the Adult Student's Cumulative Record. When a number system of marking appears on a transcript, or when some other marking system not employed by the Los Angeles City Schools has been utilized, it should be translated and recorded on the adult student's cumulative record in terms of the A, B, C system. Record all courses, including those "incomplete" and those "failed." Marks to date of departure for semesters or school years not completed are not recorded.

Some "Don'ts" in Recording

1. Do not give double credit for the same course when it has been repeated at the same level.

2. Do not give credit when a mark or number of hours has been omitted.

3. Do not allow credit for work unless it is reported on an official credit slip submitted by the teacher or on any other official form, such as a transcript or a report of the Work Experience Committee.

4. Do not allow credit for an examination given by a teacher unless such credit has been previously authorized; or unless a credit slip has been properly completed by the teacher.

5. Do not allow credit for completion of ESL or NES classes.

Certification by the Principal. It is the counselor's responsibility to check and certify the accuracy of the cumulative record before asking the principal to approve the application of a student for graduation.

Transcript Requests. It is the responsibility of the Counseling Office to request the student's transcript. When a school is unsuccessful in obtaining a transcript, the student may be requested to assume this responsibility. The Counseling Office should use Form 34-EH-28 (STK. No. 822083) to request a transcript of work completed at a school in the Los Angeles Unified School District. A letter similar to the sample shown on the next page should be used to request transcripts of work completed elsewhere. When inadequate explanatory information accompanies an incoming transcript, the receiving school must request additional information prior to evaluation of the transcript.

Outgoing Transcripts. Upon the request either of the student or of another school for a transcript of work completed at the community adult school, the clerk forwards all pertinent records that have not originated in the school--i.e., transcripts of work completed, GED test records, military service records--directly to the requesting school. If records have been evaluated and recorded, the credit clerk supplies a photostatic copy. However, the original cumulative record may be forwarded to other Los Angeles City community adult schools. Original credit slips are never forwarded to another school. Transcripts of work completed in residence, or transcripts that are urgently needed, may be copied on Transcript of High School Record, California State Department of Education, Form No. SEC-2. This form should be carefully and accurately prepared and include the name, level, and subject number (from the Catalog of Authorized Subjects). An example follows:

> Obtaining a photostatic copy: The clerk fills out in triplicate Form 71.30, Request for Copies of Cumulative Record Cards. She retains one copy, encloses the other two copies with the cumulative record in the special envelope provided (Form 34-4109) and sends it via school mail to the Microfilm Unit, Central Administrative Offices. The photostatic copy and original cumulative record are usually returned to the school within one week.

Files. The organization of the placement of cumulative records in filing cabinets is another major responsibility of personnel in the Counseling Office. For security, filing cabinets should be locked at the close of school each evening. All student records should be

Los Angeles City School Districts

San Fernando Adult School

11133 O'Melveny Avenue, San Fernando, California 91340

WILLIAM J. JOHNSTON
Superintendent of Schools

EDWARD L. ALBERTS
Principal

Date

TO:

The student named below is now enrolled at this community adult school. Please forward to the undersigned a transcript of the student's record at your school. In addition, please:

1. Name your accrediting agency on the transcript.
2. If your marking scale is other than A, B, C, D, Fail, enclose an explanation.
3. Return this form with the transcript to assist in identifying the student.

Name _____

Maiden Name _____

Birthdate _____

Birthplace _____

Date left your school _____

Thank you for your assistance.

Sincerely,

Fred A. Culwick
Vice Principal

CALIFORNIA STATE DEPARTMENT OF EDUCATION
FORM NO. SEC-2 (REV. 2-65)

TRANSCRIPT OF HIGH SCHOOL RECORD

General Record

NINTH GRADE

School Year 19 65 – 19 66

LINE NO.	NAME OF SUBJECT	SEM. MARKS* 1st	SEM. MARKS* 2nd	SEMESTER PERIODS
	1st Sem. Arondo Adult			School
	2nd Sem. Arondo Adult			School
1	ENGLISH 1&2 (1.1-.2)	C	B	10
2	READING IMP. (7)	B	-	10
3				
4				
5				
6				
7				
8				

TENTH GRADE

School Year 19 66 – 19 67

	1st Sem. Arondo Adult			School
	2nd Sem. Arondo Adult			School
9	U.S. HISTORY 1&2(186.1-.2)	B	C	10
10	MOD. SCIENCE 1 (143.1)	-	D	5
11				
12				
13				
14				
15				
16				

ELEVENTH GRADE

School Year 19 67 – 19 68

	1st Sem. Arondo Adult			School
	2nd Sem. Arondo Adult			School
17	U.S. GOV'T. 1 (188)	C	-	5
18	MOD. SCIENCE 2 (143.2)	C	-	5
19				
20				
21				
22				
23				
24				

TWELFTH GRADE

School Year 19 68 – 19 69

	1st Sem. Arondo Adult			School
	2nd Sem. Arondo Adult			School
25	WORLD AFFAIRS (197)	-	B	5
26				
27				
28				
29				
30				
31				
32				

POST-GRADUATE OR SPECIAL

School Year 19 – 19

	1st Sem.			School
	2nd Sem.			School
33				
34				
35				
36				
37				
38				
39				
40				

TOTAL SEMESTER PERIODS 50

* *A, B, C, D, or F only. "Inc." should not be reported as a semester mark on the transcript of record.*

Student's full name Charles Doe
Student's address 425 S. Hindman St., Los Angele
Parent or guardian's name

	MONTH. DAY. YEAR
Student's birth date	1-7-37
Date entered this school	9-14-65
Date of withdrawal	6-20-69
or	
Date of graduation	

This student ranked approximately _____ in a graduating c
numbering _____

Check List of Certain Requirements for Graduation

(Indicate below, by inserting line number of corresponding entry in the accompa ing General Record, the instruction which fulfills the following graduation requ ments)

See line number	Requirements	Status: completed	Status: not complete
10&18	First Aid (5 C.A.C. Sec. 102.1)	X	
	Social Sciences: (Ed. Code Sec. 7700, 7901-06, 5 C.A.C. Sec. 102)		
9	American History	X	
17	U.S. Constitution	X	
25	American Ideals and Institutions	X	
17	California State and Local Government	X	

Record of Test Data

NAME OF TEST	FORM	DATE GIVEN	TEST SCO
GEN'L. EDUC. DEVELOP.	CC	5-23-68	35 46 47 49 44

Record of Participation in Extra-Curricular Activities

ACTIVITY	NUMBER OF SEMESTERS

Principal's Recommendation to Specific Institution If Required

(If admission to a collegiate institution on the basis of the above record requ the principal's recommendation, note here: "Recommended," "Recommended l visionally," and the like.)

Date this certificate issued SEPT. (Month) 20, (Day) 1969 (Year)

I certify that the above information is correct.

[SIGNED] James Duncan
Principal

ARONDO ADULT High Sch
LOS ANGELES CITY School Distr
LOS ANGELES, CALIFORNIA Post Off

This transcript should be mailed to the school or college designated the student.

36

200M △

located in a single designated office. Movement of the records for counseling purposes should follow a systematic routing approved by the vice-principal or principal. If space and equipment are available, it is suggested that the files be divided into the following sections:

1. Current Files. Active files are maintained for counselees who are now enrolled in the school, or who were enrolled during the previous semester.

2. Prospective Graduate File. A prospective graduate file consists of the cumulative records of all students who are expected to be graduated by the end of the semester. Because the diploma is granted at the end of the spring semester only, the records of students eligible to be graduated at the end of the fall semester should remain in the files until the end of the spring semester.

3. Graduate File. Following graduation of a student, a cross-filing card is completed and assigned the same file number that appears on the graduate's own cumulative record. The file number is recorded in the upper right-hand corner. Cross-filing cards are organized alphabetically and placed in the counselor's file cabinet. Cumulative records are filed numerically and placed in a permanent file until they are microfilmed.

4. Inactive File. An inactive file is maintained for the incomplete records of dropouts. Students who have left school may be invited to return at the beginning of each semester.

5. Unclaimed Transcripts. Unclaimed transcripts and cumulative records that are overcrowding the current files should be removed and placed in an inactive file for a period not to exceed two years after receipt of the transcripts. Then they may be destroyed.

Microfilming. The Microfilming Unit (Administrative Services Branch) is located at 450 North Grand Avenue, Los Angeles. The telephone number is Ext. A-2986.

1. Records Currently Available. Current lists of records available on microfilm will be provided by the Microfilm Unit upon request. Student records available as of February, 1971 are indicated on the following page. When seeking information from these schools, the Counseling Office should forward its request directly to the Microfilm Unit for the years specified. All requests should specify the date of birth of the student. Provision of the maiden names of married women and other names by which students are known also will facilitate the locating of records.

Community Adult School	Years
Banning	1934-65
Belmont	1922-61
Central City	1954-65
Dorsey	1947-65
Fairfax	1944-65
Franklin	1927-66
Fremont	1939-65
Gardena	1958-63
Garfield	1926-61
Hollywood	1939-60
Huntington Park	1928-62
Jefferson	1939-60
Jordan	1950-61
Lincoln	1931-66
Los Angeles	1929-61
Manual Arts	1918-67
Metropolitan	1929-58
North Hollywood	1943-65
Polytechnic	1907-55
Reseda	1954-61
Roosevelt	1924-65
San Fernando	1948-69
San Pedro	1929-57
South Gate	1928-65
University	1940-60
Van Nuys	1940-68
Venice	1943-65
Washington	1942-67
Westchester	1932-64
Wilson	1953-64

2. Preparation of Records for Microfilming. A four-year schedule is recommended for each community adult school for the microfilming of cumulative records and/or credit slips. However, continued provision of microfilming services is dependent upon adequate budget. When services are available, it is suggested that the Counseling Office observe the following procedures:

a. Request a visit from the Microfilm Supervisor, if desirable.

b. File all records alphabetically (or numerically) in one file, A through Z, for the four-year period.

c. Place all records of each student in one envelope.

d. Clean and alphabetize records. To clean, remove all staples, all clips, and all loose scotch tape. In addition, remove all social case histories. Retain only elementary and secondary records, attendance cards, health cards, and records of military service.

e. When records are ready, and before tying, call Microfilming Section for final confirmation and the approximate pickup date.

f. After the visit from the Microfilm Supervisor, pack and tie containers securely. Label all containers as to contents, attach shipping tags addressed to Microfilming Unit, and await pickup.

Example: #1 A-Ba 1913-1939
#2 Be-Co 1913-1939

g. Thereafter, forward all requests for information relating to these records to:

Pupil Record and Microfilming Section
450 North Grand Avenue
Los Angeles, CA 90012

Destruction of Records. Destruction of school records is governed by regulations set forth in California Administrative Code, Title V, Sections 3015 to 3019, inclusive.

1. Permanent Records. These include the Cumulative Records of Pupils (and others listed in Section 3016 of Title V) which must be kept indefinitely as either an original or a microfilmed copy.

2. Class 3 Records. These may be destroyed following formal Board of Education approval.

3. Records Basic to Audit. These records are of a basic or supplementary nature relating to attendance, ADA, or business or financial transactions. They may not be destroyed prior to the second July 1 succeeding the completion of the audit, regardless of whether such records have been microfilmed.

4. Detail Records. These are used in preparing reports not subject to audit and may be destroyed one year after filing of the reports.

PART VI. CITIZENSHIP AND VISA STUDENTS

I. Citizenship Program

A. Citizenship Enrollment

Students who desire to enroll in Citizenship should be encouraged to do so during the year prior to filing application for naturalization.

B. Citizenship Diplomas

Diplomas for Citizenship are issued to students who have had at least 50 hours of attendance and who have a thorough knowledge of the subject.

Teachers should review applications of students before recommending issuance of a diploma. A teacher's authorization is necessary prior to issuance of the diploma.

The duplicate diploma is given to the examiner. Community adult schools may order copies of the diploma from the Adult Education Curriculum Office.

II. Visa Program

A. Non-Immigrant Visa Holders

Many non-resident, foreign-born persons are located in the metropolitan area. The Immigration and Naturalization Service has approved attendance of the non-immigrant visa holder, other than holders of the F (used by Adult and Secondary Level) or J (used by College Level) visas, at any community adult school. Visitor visa persons may attend a program of English as a Second Language without limitation to the scheduled hours of the class. However, visitor visa holders should not be enrolled in more than one academic class per week, inasmuch as they are not regularly enrolled students, and this might jeopardize their legal status.

B. F Visa Holders

The F visa student is a non-immigrant alien student who is living in the United States temporarily for the sole purpose of obtaining an education. He must have an established residence abroad to which he intends in good faith to return. It is not the intent of the program to provide visa students with all the social benefits of society in the United States.

1. Authorized Visa Schools. Only Cambria, Garfield, Los Angeles, Reseda, Roosevelt, San Pedro, and San Fernando community adult schools have been authorized to accept F visa students.

2. Enrollment Requirements. F visa students must attend classes full time under the requirements of the visa. The district has defined "full time" as 25 hours per week.

3. Attendance Requirements. F visa students must maintain regular attendance. Except in cases of illness, absences are not permitted without prior approval of the principal. Attendance must be at the school issuing the I-20.

4. Work Permits. An F-1 visa student may not legally work without a special work permit from the school and without approval of the Department of Immigration. This permit may be given after six months when an unforeseen change of circumstances relative to the student's income has occurred and when employment will not interfere with the student's program in the full course of study. During vacation periods, a work permit covering the vacation may be granted by the school only. In such cases, the student should be advised that he cannot continue working after the vacation period without approval of the Immigration Service. Use Form I-538 for submittal of requests for waiving of this requirement.

5. Docket Control. Individuals under "docket control" are persons whom the Immigration Service has given notice that their status is under reconsideration. The school should issue an I-20 work permit or a travel permit to persons in this category only after careful consideration of the merits of each case.

6. Transfer of F-1 Visa Students. Students may transfer between schools in the Los Angeles Unified School District for valid reasons. A regular transfer form is utilized if the student wishes to transfer to a school in another district. It is to be initiated by the school district that the student intends to leave. Form I-538 is used to report transfer to the Immigration Service. If the transfer involves a student from Cambria, new I-20 and I-538 forms must be issued, inasmuch as the Immigration Service maintains a separate file number for this school.

7. Posting of Bond. Under certain conditions, the Immigration Service may require an F-1 visa student to post a performance bond. This may be necessary if a student indicates a desire to change status from student to immigrant, or if he requests a work permit without sufficient cause.

8. I-20. This form is a statement of acceptance of an applicant as a student by an educational institution. The form is presented by an applicant to the Immigration Service to obtain a student visa.

9. Termination of I-20. To terminate an I-20 visa, the school must obtain a Form I-20B from the student's file and return it to the Immigration Service. If there is not an I-20B form in the file, the school forwards a letter to the Immigration Service, providing all pertinent information requested on a Form I-20B.

10. Forms I-20 and I-538. These forms for visa students are obtained from the Immigration Service.

11. Travel Permits. An F-1 visa student who plans to absent himself temporarily from the United States during the time he is enrolled in a school, must complete Form I-20AB and request signed authorization of a responsible member of the school staff before he leaves the country in order to meet the re-entry requirements of the Immigration Service.

C. Change of Visa Status

1. If a B (visitor) visa alien wishes to change his visa status to an F, he should be advised to submit his request to one of the authorized visa schools.

2. On his initial visit, the alien should be prepared to submit his passport, visa, and secondary or university transcripts. Transcripts may be submitted at a later date if he does not have them in his possession.

A visa school is not obligated to issue the I-20 form (provided by the Immigration and Naturalization Service) which will permit the alien to change his status to that of a student. There should be sufficient time prior to the expiration of his current visa to permit a probationary period in which the applicant can demonstrate his educational potential.

The holder of a B visa may attend school for a partial semester without a change in visa status. It is on his performance during this period that the International Student Advisor or counselor approves or rejects his application for acceptance as an F visa student.

PART VII. VETERANS' COUNSELING

Special Counseling for Veterans. In addition to the usual obligation to assist with educational and vocational planning, counselors should provide specialized services to veterans because (1) they may qualify for subsistence allowance and other educational benefits under the so-called "G.I. Bill" and (2) they may qualify for a high school diploma under a set of requirements not authorized for other adult students.

Determining Eligibility for Benefits. Eligibility for veteran's benefits are determined only by the Veterans Administration. In general, a veteran is eligible for subsistence benefits under Public Law 89-358 if he has served on active duty continuously for a period of at least 181 days, part of which must have occurred after January 31, 1955. The veteran is entitled to 1½ months of schooling for every month he has served on active duty, up to a maximum of 18 months. Veterans who have served more than 18 months on active duty are entitled to a maximum of 36 months of schooling. However, entitlement and benefits may vary in accordance with the individual veteran's program (Regular Veteran, Disabled Veteran, Spouse or Children of Disabled Veteran, War Widow, or War Orphan).

A veteran registering for benefits under Public Law 89-358 may list either a college degree or a vocational goal as an objective.

If the veteran lists a vocational goal as his objective, he begins using the benefits immediately upon enrollment in a community adult school or occupational center. However, if a veteran enrolls in a high school diploma program, he may receive all benefits to which he is entitled and still be entitled to receive after graduation from high school all benefits for which his service time has made him eligible. This includes benefits for studying Elementary Subjects or English as a Second Language as prerequisites for high school subjects, as well as benefits for vocational subjects pursued to fulfill electives for the high school diploma. Because students frequently revise their educational goals upward after entering a program, veterans are usually well advised to list a college degree as an objective.

Veteran's Application for a Program of Education. It is sound educational and counseling practice to have the veteran assume personal responsibility for obtaining application forms and for contacting the Veterans Administration for counseling and assistance.

Veterans may secure Veteran's Application for a Program of Education (VA Form 21E-1990) from the Veterans Administration offices, local community adult schools and occupational centers, local representatives of veterans organizations, and the Red Cross. The completed application is sent to the Veterans Administration office accompanied by a copy of the veteran's Report of Discharge (DD-214) and, if applicable, all documents necessary to support evidence of dependency. Failure to supply supporting documents will delay determination of eligibility.

Unless the veteran has placed his application on file with the Veterans Administration within 15 days after the beginning date of classes, he may not be eligible for benefits from the first day of classes.

All communications with the Veterans Administration are the responsibility of the veteran himself, including obtaining and completion of the proper forms as noted previously. Veterans should direct inquiries to:

Veterans Administration
Regional Office
Federal Building
11000 Wilshire Blvd.
Los Angeles, Calif. 90024

Telephone inquiries should be directed to the Contact Division, as follows:

879-1303 (Toll free from Los Angeles Exchange)
477-8241 (Toll free from Van Nuys, Reseda, Beverly Hills, Culver City)
478-3711, Ext. 3423 or 3424 (All other areas)

Acknowledgment of Receipt of Claim. Immediately upon receipt of an application, the Veterans Administration will mail an Acknowledgment of Receipt of Claim, which will provide the applicant with his VA File Number (C-number). This number should be used in all future correspondence or contacts with the Veterans Administration.

Certificate of Eligibility. If the applicant is eligible for educational benefits, the Veterans Administration will issue a Certificate of Eligibility (VA Form 21E-1993). One copy will be retained by the issuing office and two copies, accompanied by instructions, will be mailed directly to the applicant. The veteran must present both copies of the Certificate of Eligibility to the community adult school or occupational center in which he wishes to enroll. This certificate will be valid only at the institution named and only for the objective indicated.

Enrollment Certification. Upon receipt of the Certificate of Eligibility, the school administrator or his appointed representative will certify the veteran's entry into training for the first time by completing the Enrollment Certification which is printed on the reverse side of the Certificate of Eligibility. Such certification should be made as soon as possible after the date that training begins. The school or center will retain the second copy of the Certificate of Eligibility as evidence of the certification made to the Veterans Administration. The counselor may wish to make a facsimile copy for the student to retain in his files.

For full subsistence benefits, the veteran must take a minimum of 30 clock hours in a trade or technical course or a minimum of 25 clock hours in all other types of courses. The 12-hour to 15-hour courses available in most community adult schools entitle the veteran to half subsistence benefits.

Payments will be made by the Veterans Administration in an amount not to exceed one month's benefits after receipt of a certification of enrollment. Veterans will receive as the initial payment the proportionate amount of one month's benefits payable for the number of days they were enrolled in the first month of the term.

Schools organized on a year-round basis will report enrollment for the length of the course. The certification must show the first day of actual classroom attendance as well as the last day of classroom attendance. The certification must include a report of the date on which the school closes for summer vacation, the dates of any intervals between periods of instruction which occur in the summer, and dates of any intervals designated in the school's approval data as breaks between school years. No allowances are payable for these intervals. The days of attendance per week and the clock hours per day must be shown. If attendance is required for less than or more than 5 days per week, the specific days of attendance must be shown. If the clock hours of attendance are not the same for each day, the clock hours for each day must be shown near the appropriate boxes.

After the student has completed the first period of enrollment, subsequent certifications will be made on Enrollment Certification (VA Form 21E-1999). This form is substantially the same as that which appears on the reverse side of the Certificate of Eligibility, but it is a separate form with a different form number.

Certifications to Regional Office. The counselor will mail completed certifications to the Veterans Administration Regional Office. When a student with a Certificate of Eligibility enrolls in an institution, it is expected that he will continue to attend that school. However, if he decides to change schools and transfer his entitlement, he should apply to the Veterans Administration for a new Certificate of Eligibility, using Request for Change of Program or School (VA Form 21E-1995).

Certification of Attendance

1. Payments. As indicated, the initial payment will be automatically released to the veteran upon the basis of the Enrollment Certification furnished by the school covering the period from date of entrance to the end of the initial month. Monthly Certification of Attendance for Courses Not Leading to a Standard College Degree (VA Form 21E-6553a) will be furnished with the check and with each subsequent payment for

completion by the veteran and by the proper school official. The veteran does not complete, sign, and furnish this form to the school until the end of the report period for which certification is required, except when termination of attendance is being reported.

Before the counselor can certify monthly attendance, the veteran circulates each month a Veteran's Attendance and Progress Record, Form A.E. Experimental, 214, to each teacher for verification of attendance and progress. The counselor then signs the Monthly Certification of Attendance based on information supplied by the teachers. It is the veteran's responsibility to return the completed monthly certification to the Veterans Administration.

2. Change in Number of Hours of Attendance. Any changes in the number of hours being carried (particularly any course dropped) or in the hours of instruction may affect the rate of educational allowance payable and must be reported in the month in which such change occurs.

3. Progress and Conduct. Satisfactory progress and conduct are required before the Veterans Administration can pay educational allowances. Failure to maintain satisfactory progress and conduct will cause a veteran to be denied further educational benefits.

4. Termination. If the school or center terminates a student's training because of unsatisfactory conduct or unsatisfactory academic progress, the counselor must submit the information on the monthly certification form (VA Form 21E-1999b).

Records and Reports. The counselor has the responsibility of establishing procedures to maintain accurate permanent attendance records and performance reports. Strict district, state and federal audits will be made. In many community adult schools, one counselor assumes the responsibility for all veteran counseling and records.

A separate folder should be maintained for each veteran. The veteran's VA File Number should appear on the tab. This number must appear on any communications with the Veterans Administration, as previously stated. Copies of such communications are placed in the folder. Also included should be the signed certification of compliance with the rules stated in PL 89-358 under "Veteran's Obligations" and copies of the veteran's attendance record.

Additional Suggestions for Counselors

1. Availability of Educational Counseling. When a veteran makes application for a program of education, he should be informed of free counseling services provided by the Veterans Administration to assist him in the selection of the most appropriate program.

2. VA Regulations. All schools should have copies of VA Regulations which pertain to the responsibilities of school officials as related to Educational Assistance under the provisions of Title 38, United States Code. These are provided on a routine basis to each educational institution. If a school fails to receive copies, the counselor should request them from the Veterans Administration Regional Office.

3. Facsimile Signatures. Certifications or reports must be signed by the authorized certifying official. The date also must be clearly shown. Facsimile signatures will be accepted only when the school furnishes the Veterans Administration with an advanced written certification by the responsible official that such signatures are genuine, that they are applied on reports with the full knowledge and consent of such official, and that the Veterans Administration is authorized to accept all reports so signed. The facsimile signature, or signatures, must be displayed in the certification.

Qualifications for High School Diploma. An honorably discharged United States veteran of World War II, or of the Korean Conflict, or who has served in the Armed Forces during the period up to and including the Vietnam Conflict, may qualify for a high school diploma by satisfying the requirements under any one of the following plans:

Plan A:

1. Active service of not less than 90 days within one of the following periods: December 7, 1941-December 31, 1946, or from June 27, 1950 up to and including the Vietnam Conflict.

2. Completion of the General Educational Development Tests (high school level) prepared by the American Council on Education with an average standard score of 45 or above on the five tests in the battery and with a standard score of 35 or above on each of the five tests in the battery.

3. Completion of 20 semester periods in United States History, United States Government, and local and California history and government.

4. Completion of a minimum of 15 semester periods of class work credit in residence in the community adult school granting the diploma.

5. Filing with the school counselor of a full size photostatic copy of the "Report of Separation from the Armed Forces of the United States."

Plan B: Without qualifying or choosing to qualify through Plan A, the veteran may complete the regular diploma program as required of regular adult students.

Plan C:

1. A former or current member of the Armed Forces who has earned 25 semester periods of resident credit in a Los Angeles Unified School District high school may earn a high school diploma from his former high school by successfully passing the G.E.D. Tests and meeting other criteria. Such persons should be referred to their former high schools for credit evaluation and should not be accepted by community adult schools or occupational centers unless these persons wish to qualify under Plan A or B as previously mentioned.

2. The policy for senior high schools in the Los Angeles Unified School District is stated in Division of Secondary Education Bulletin No. 5, Subject: Granting of Credit and the Diploma for Servicemen in Armed Forces, dated June 26, 1970.

PART VIII. VOCATIONAL COUNSELING

Scope. Vocational counseling is a professional service which is primarily concerned with assisting individuals to make meaningful career choices. To be relevant to the individual needs and abilities of an adult, vocational counseling must encompass personal counseling and guidance, comprehensive testing, and directed study of occupational information.

I. The Counselor's Function. The counselor and the student review his educational and vocational background, performance on aptitude and achievement tests and demonstrated abilities and stated interests. The counselor directs the student's study of occupational information and helps him to plan an educational program. This program will prepare the student for his selected occupation, and also will provide him with an adequate general education. The adult makes his own selection of a vocation.

II. Special Factors for Consideration. Consideration must be given to the following factors in the selection of an occupation:

A. The level of general education required.

B. The length of time and cost required to obtain specialized education or training.

C. The level of intelligence that normally characterizes the persons who succeed in the occupation.

D. The special talents and aptitudes necessary.

E. The activities that are most characteristic of the occupation.

F. The average annual earnings.

G. The relative security of the occupation.

H. The opportunities for advancement.

I. The proportion of employment opportunities to the supply of competent applicants.

III. Tests. Aptitude and achievement tests can be used to predict suitability for certain educational or vocational goals. However, the principal value of tests in vocational guidance is supplementary, rather than primary. Results of tests have long been used as aids in the making of occupational decisions. If a student is known through interviews, samples of work, observations, and other evidence, however, it is not necessary to rely heavily upon test results.

IV. Referral Sources. When appropriate, referrals for vocational counseling and testing may be made to the Advisement Service or Department of Human Resources Development.

V. Sources of Occupational Information. Probably the most serious problem in providing accurate occupational information is its rapid obsolescence. The speed of change in the work world necessitates the constant updating and revision of outmoded information. Any item in the file which has a copyright or acquisition date prior to the past three years in all probability contains enough obsolete information to warrant its replacement. Current information regarding occupational opportunities must be made available, and source materials should be available to counselors.

A. Occupational Library. The Advisement Service maintains a vocational library of current information on job requirements, training time, salaries, and future outlook for many occupations. Up-to-date information is also available on training programs in local junior colleges, colleges, and universities; and in private trade, technical, and business schools. Such information is also available concerning industrial on-the-job training.

This library is open to adult school personnel during the day. To assure maximum results, the counselor should telephone the Advisement Service to verify the availability of the desired vocational information and to make an appointment to visit the library.

B. Governmental and Other Agencies. Much useful information concerning employment trends and occupational developments can be obtained from the following sources:

1. U. S. Bureau of the Census, 11000 Wilshire Blvd., West Los Angeles 90024.

2. U. S. Department of Commerce, 11000 Wilshire Blvd., West Los Angeles 90024.

3. California State Department of Human Resources Development, 161 West Venice Blvd. Consul. telephone book for local address.

4. Bureau of Labor Statistics, U. S. Department of Labor, 300 North Los Angeles Street, Los Angeles 90012.

5. Occupational Information and Guidance Service, Office of Education, U.S. Department of Health, Education and Welfare, 11000 Wilshire Blvd., West Los Angeles 90024.

6. Division of Labor Statistics and Research, California State Department of Education, 721 Capitol Mall, Sacramento 95814

7. Bureau of Pupil Personnel Services, California State Department of Education, 721 Capitol Mall, Sacramento 95814

8. Bureau of Industrial Education, California State Department of Education, 721 Capitol Mall, Sacramento 95814.

9. Management Council, Chamber of Commerce Building, 404 South Bixel Street, Los Angeles 90054.

10. California State Division of Apprentice Standards, 107 South Broadway, Los Angeles 90012.

C. References. Among useful references are the following:

1. Dictionary of Occupational Titles. Washington D.C.; United States Government Printing Office.

2. Bureau of Labor Statistics, U. S. Department of Labor, Occupational Outlook Handbook. Washington, D.C.; United States Government Printing Office.

3. State of California Department of Human Resources Development, Occupational Guide. Sacramento; State Printing Office.

4. State of California Department of Industrial Relations, Division of Apprentice Standards, Apprenticeship Information Guide. Sacramento; State Printing Office.

D. Local Employment Opportunities. Information concerning local employment opportunities is available from the local offices of the Department of Human Resources Development, local employed personnel, the Chamber of Commerce, and members of advisory committees for vocational training programs, as well as from special community occupational studies. Information regarding employment with the State of California can be obtained from the Personnel Board.

VI. Job Placement. Through its counseling staff, the community adult school can work closely with local placement agencies in attempting to place students in jobs. Local offices of the State Department of Human Resources Development can provide considerable help.

VII. Additional Training. Technological and scientific advances make it necessary for adults to pursue additional training from time to time to keep pace with occupational changes. In many instances, school districts provide such training through their adult education programs. The counselor can be helpful in recommending courses to the adult student.

PART IX. HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Requirements in Four-Year Community Adult Schools and Occupational Centers

	Semester Periods
BASIC CURRICULUM	90
ENGLISH	35
English 1-2	10
English 3-4	10
+Advanced Grammar and Composition	5
(Prerequisite: 20 semester periods of English courses which include Composition)	
‡English electives	10
*SOCIAL SCIENCES	25
United States History 1-2	10
United States Government 1 (Civics)	5
Choice of:	5
United States Government 2	
Contemporary American Problems and Government	
United States Government and World Affairs	
Economics	
‡Social Science electives	5
MATHEMATICS - SCIENCE	30
**10th-grade mathematics or above	10
10th-grade laboratory science or above	10
‡Mathematics or science electives	10
MAJOR SEQUENCE	40-50
Choice of:	
Academic, Fine Arts and Music, General, Business, Homemaking, Industrial, or Secretarial	
‡ELECTIVES	20-30
(Excluding physical education) Subjects selected by the student on the basis of his interest, aptitude, or occupational background.	
Total Credits	160

+Must be taken in residence.

‡Grade 9 or above.

*Must include local and California history and government.

**9th-grade Algebra is acceptable. Bookkeeping does not meet this requirement.

A student planning to enter college should refer to the entrance requirements of the college of his choice.

Minimum Number of Credits. A total of 160 semester periods of credit is required for high school graduation, excluding physical education, with a minimum of 120 semester periods of credit above Grade 9.

Residence Requirements. A minimum of 15 semester periods of credit must be completed in residence at the community adult school or occupational center granting the diploma.

First Aid Instruction. Instruction is required in the principles of First Aid. It is normally included in laboratory science and in health courses.

Standards of Achievement. Community adult schools and occupational centers use the letter marking system currently authorized by the Los Angeles Unified School District. The marks are as follows:

A - Superior
B - Better than Average
C - Average
D - Barely Passing
Fail - Failure
Inc. - Incomplete (Mark until date on which work must be completed)

Satisfactory scholarship must be achieved, as evidenced by progress in classwork and homework, and by the results of periodic subject tests. In addition, students must maintain a satisfactory record of attendance and citizenship in each class throughout the semester in which credit is earned. Students shall not be allowed credit for a course in which they have been present for less than 80 percent of the class time.

Credit. Credit is awarded on the basis of the Carnegie unit, or its equivalent; i.e., one Carnegie unit corresponds to 10 semester periods for classes scheduled for 120 hours during the school year.

Credit is not awarded in units of less than $2\frac{1}{2}$ semester periods; in other words, for classes scheduled for fewer than 30 hours during the semester.

Additional credit may not be granted for repetition of a subject for which credit has previously been awarded; however, a course may be repeated for the purpose of gaining a higher mark.

No credit is given toward high school graduation for classes in physical education and citizenship, nor for subjects below Grade 9.

Programmed Instruction. Programmed instruction permits students to work with instructional materials designed for individual use, at the individual's own pace. When appropriate, high school credit is granted upon completion of the course, whether or not the student has accumulated the 60 hours of attendance necessary for credit in classroom instruction. Programmed instruction meets the residence requirement for the high school diploma only when it is part of 180 hours of attendance that satisfies the residence requirement.

Selection of Major Sequence. It is important for the student to determine his educational objectives as soon as possible so that he can meet the prescribed requirements for a particular major. Students planning to enroll in a college or university should consult college catalogs for specific entrance requirements and recommended high school subjects.

Academic Major	Semester Periods
Basic Curriculum	90
Major Sequence	40
Required Courses:	
Foreign Language	20
Choice of any two of the following	20
Mathematics	10
Foreign Language	10
Science	10
Electives	30
Total Credits	160

Business Major	Semester Periods
Basic Curriculum	90
Major Sequence	40

Required Courses: The major sequence may be completed by any course that carries credit and is listed in the Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers in either of the following areas, as long as no fewer than 10 semester periods are completed in any one of these fields:

Distributive Occupations: Finance, Insurance, Management and Supervision, Real Estate, Merchandising, Transportation and Traffic Management, Estate and Wills, General Business.

Office Occupations: Accounting, Business Data Processing, Business Machines, Law, General Business, Secretarial Science, and Investments.

Electives	30
Total Credits	160

Fine Arts and Music Major	Semester Periods
Basic Curriculum	90
Major Sequence	40

Required Courses:

The major sequence may be completed by any courses that carry credit and are listed in the Music or Fine Arts sections of the Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers with no fewer than 10 semester periods in either field.

Electives	30
Total Credits	160

General Major	Semester Periods
Basic Curriculum	90
Major Sequence	40
Required Courses:	
The major sequence may be completed by any courses except English that carry credit and are listed in any two sections of the Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers, with no fewer than 10 semester periods in either field.	
Electives	30
Total Credits	160

Homemaking Major	Semester Periods
Basic Curriculum	90
Major Sequence	40
Required Courses:	
The major sequence may be completed by any courses that carry credit and are listed in the Homemaking or Parent Education section of the Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers.	
Electives	30
Total Credits	160

Industrial Education Major	Semester Periods
Basic Curriculum	90
Major Sequence	50
Required Courses:	
Drafting 1-2 or Drafting 1 and Blueprint Reading	10
Industrial Mathematics 1-2 or equivalent	10

The following courses must be selected from the Apprenticeship or Trade and Technical section of the Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers:

Six semesters in one area, or a combination of four semesters in one area and two semesters in a second, or a combination of two semesters each in three areas 30

Aerospace	Metal
Automotive	Personal and Public Service
Building Construction	Supervision
Drafting and Design	Textile and Apparel
Electrical Electronics	Woodworking
Graphic Arts	

Electives	20
Total Credits	160

Secretarial Major	Semester Periods
Basic Curriculum	90
Major Sequence	50
Required Courses:	
Typing 1, 2, 3, 4	20
Shorthand 1, 2	10
Business English	5
Office Procedures	5
Business Mathematics	5
Business Machines	5
Electives	20
Total Credits	160

Eighth Grade Requirements. Adults may become eligible to receive the eighth-grade diploma in a community adult school or occupation center by meeting the following requirements:

1. Achieving an average grade placement score of not less than 9.0 on an approved standardized test battery consisting of Language, Mathematics, and Reading.

2. Passing an examination in United States History, United States Government, and local and California history and government.

3. Completing 150 classroom hours in residence, which may be earned in elementary subjects, high school subjects, or a combination of both.

Certificate Programs. A Certificate of Proficiency issued by the Division of Adult Education certifies that a student is considered vocationally competent in a given field. This certificate has the following values:

1. Indicates that the student has completed successfully a recommended sequence of courses.

2. Indicates that the student has employable skills. Proficiency tests must be passed with acceptable scores in order to qualify for a certificate.

3. Instills confidence in the student seeking employment because he has evidence of his vocational achievement.

4. Assists employers in evaluating job competency of prospective employees.

5. Assists the employee who is seeking retraining to concentrate on necessary skills and to obtain evidence of recent training and proficiency.

For current Certificate Programs, refer to Catalog of Authorized Subjects, pages xxii-xxv, 1970-72 Revision.

PART X. COMMUNITY AGENCIES AS RESOURCES

Use of Agencies. The counselor deals primarily with the educational and vocational needs and problems of the student. During many interviews, however, the impact of personal concerns on the student will make effective educational guidance difficult to accomplish. The counselor may therefore assist the student in seeking help in solving his personal problems prior to (or concurrent with) his educational career.

Public and voluntary agencies in the fields of health, education and welfare can serve as general sources of information for the counselor and as specific referral agencies for students in need of help outside the scope of educational counseling.

The counselor participates at the discretion of the principal in all phases of the dialogue between school and community to help the adult school's program remain responsive to the community's educational needs and problems.

Specific Community Services. Certain specific agencies will be of particular importance to the counselor, depending on the location of the community adult school to which he is assigned. Local offices of the California Department of Human Resources Development, Vocational Rehabilitation, and of the Department of Public Social Services should be known to the counselor, along with those of many other agencies. When appropriate, the counselor may wish to establish a professional contact with a staff member in an agency used frequently for referrals.

Welfare Information Service. Telephone consultation service regarding individual needs is available through the Welfare Information Service, 380-1450. The counselor who calls directly should have at hand all data which is pertinent to the question concerned. Such information is considered confidential by the Welfare Information Service. This is a private agency supported by United Way, located at 621 South Virgil, Los Angeles 90005. A branch is located in the United Way Building, 6851 Lennox Street, Van Nuys 91405. Its phone number is 785-8861.

Directory of Services. The most complete reference regarding local services is the Directory of Health, Welfare and Recreation Services in Los Angeles County, published at the beginning of each calendar year by the Welfare Information Service of Los Angeles. Service and geographic indexes supplement the alphabetical listing of agencies. Agency program descriptions include eligibility requirements; fees, if any; and area served. Periodic supplements to the Directory are also issued. The most frequently used is Key Community Resources, most recently published in August, 1970. Copies are 50 cents each.

Suggested Referral Procedures. The counselor may find the following procedures to be helpful in planning referrals:

Be familiar with the help that the agency can give.

Talk to a representative of the agency.

Arrange contact for the counselee.

Make the subject of the appointment clear to the counselee.

If appropriate, the counselor may wish to encourage a student to follow through with a referral. Sometimes, a student is not willing to use a referral agency because of his own fears about exposing his problems to another individual. The counselor can provide encouragement by making a step-by-step explanation to the counselee of the mechanics of his initial contact with the agency.

PART XI. COLLEGE COUNSELING

Although presentation of a community adult school diploma represents the conclusion of a formal educational program for a great number of graduates, there are many who continue later study at a college or university.

Community Junior Colleges (Two-Year Colleges). Any resident of a junior college district in California is eligible for admission to the junior college of that district if he is a high school graduate or if he is 18 years of age, or older. The eight junior colleges listed below comprise the Los Angeles Community College District:

East Los Angeles College
5357 E. Brooklyn Avenue
Los Angeles 90022
263-7261

Los Angeles City College
855 No. Vermont Avenue
Los Angeles 90029
663-9141

Los Angeles Harbor College
1111 Figueroa Place
Wilmington 90744
835-0161

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills 91364
347-0551

Los Angeles Southwest College
11514 So. Western Avenue
Los Angeles 90047
757-9251

Los Angeles Trade-Technical College
400 W. Washington Blvd.
Los Angeles 90015
746-0800

Los Angeles Valley College
5800 Fulton Avenue
Van Nuys 91401
781-1200

West Los Angeles College
4800 Freshman Drive
Culver City 90230
836-0972

Purposes of Community Colleges.

1. To offer a program of studies that parallels freshman and sophomore courses provided by a four-year college.

   A student may transfer to and continue his studies at a four-year college or university as a junior if he successfully completes those classes required for junior standing at his chosen college.

2. To provide occupational courses that prepare students for more than 200 different vocations.

3. To offer studies to enrich cultural background, thus helping students to become more responsible and successful citizens.

4. To offer courses that allow students to make up high school deficiencies.

California State Colleges. A very small percentage of community adult school graduates enter a state college immediately after receiving their diplomas, but a sizeable number attend a state college after completion of two years at a community college. Entrance requirements for state colleges are as follows:

1. Admission as a Transfer Student. Applicants who have successfully completed 60 or more transferable semester units, or the equivalent, are eligible for admission if they have achieved a grade point average (G.P.A.) of 2.00 (C) and were in good standing at the last college attended. Grade points are awarded as follows: A = 4, B = 3, C = 2, D = 1, F = 0.

2. Admission as a First-Time Freshman. Applicants who have had no college work after community adult school graduation will be considered for admission if they have a G.P.A. and total score on the Scholastic Aptitude Test (SAT), or composite score on the American College Testing (ACT) Program, which together provides an eligibility index placing them in the upper third of California high school graduates. For example, a student with a G.P.A. of 2.59 would have to score 1000 on the SAT, or 23 on the ACT. A chart with a breakdown of required test scores for every G.P.A. between 3.20 and 2.00 appears in every state college catalog.

There are 19 state colleges, from Humboldt State, located near the Oregon state line, to San Diego, located near the border with Mexico. Each state college has unique characteristics, but each offers a basic program in the liberal arts. Curricula leading to the baccalaureate and master's degrees and a limited number of doctoral degrees, conferred jointly with the University of California, are designed to satisfy student needs while meeting state educational and professional requirements.

University of California. An even smaller number of community adult school graduates are admitted directly to one of the nine campuses of the University of California, but many enter a program of studies at one of the campuses after completion of two years at a community college. Entrance requirements for the University of California are as follows:

1. Admission as a Transfer Student. Applicants must have earned a G.P.A. of 2.40 or better in at least 56 semester or 84 quarter units of college credit in courses accepted by the University for transfer. Applicants must also have satisfied the high school subject requirements as outlined below with a mark of C or better:

   a. One year of history (U.S. History 1 and 2 and/or American Government
   b. Three years of English (one year of which may be ninth-grade English)
   c. Two years of mathematics (algebra, geometry, or an advanced math course)
   d. One year of a laboratory science
   e. Two years of a foreign language
   f. An advanced course, which may be met as follows:
      (1) A third year of advanced mathematics
      (2) An additional year of laboratory science
      (3) An additional year in the same foreign language, or two years of another language

   There is an exception to the latter requirement. The student may be excused from earning up to two units (or years) of credit in the required subject if he has earned a G.P.A. of 2.40 or better in courses accepted by the University for transfer.

2. Admission as a First-Time Freshman. To be eligible for admission to the University as a freshman, a community adult school graduate must meet the subject requirements listed above, and scholarship and examination requirements, which are as follows:

   a. Scholarship Requirement. A student must have earned an overall average of B in courses taken after the ninth grade in the "a-f" requirements listed above, with at least a C in each of the courses required for admission. In determining whether a student has a B average, the University will allow a semester mark of A in one course to balance a semester mark of C in another. Marks earned in courses taken in the ninth grade or earlier are not used in determining the scholarship average. Two-semester courses may be repeated if a student has received a D or F, but he will not receive credit for earning a mark above a C in a repeated course.

   b. Examination Requirement. All freshman applicants must submit the results of the SAT and of three achievement tests, which must include English, American history or foreign language, and mathematics or science.

      (1) If the student's scholarship average in the required high school subject is from 3.00 to 3.09 inclusive, he must earn a total of 2,500 or higher on these tests. If a student has a G.P.A. of 3.10 or higher, he must still take these tests, but the scores will be used only for counseling, guidance, and placement.

(2) If a high school graduate does not meet the scholarship and subject requirements for admission, he still may be able to qualify for admission by examination alone. To do so, the student must score 1,100 on the SAT and 1,650 on the three achievement tests, but not less than 500 on any one achievement test.

The University of California has the following campuses: Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, San Francisco (health sciences only), Santa Barbara, and Santa Cruz. The University offers more than 200 undergraduate majors in curricula that range from agriculture through zoology.

Private Colleges and Universities. There are about 70 private colleges and universities in California and approximately 1,500 located throughout the United States. Each institution has different criteria for admission, but, basically, a student's grade point average, college board scores, rank in class, and participation in extra-curricular and community activities are considered in determining whether he will be admitted. Generally speaking, the law of supply and demand influences the selection of applicants. When there are many students seeking admission to a given college or university, its entrance requirements are likely to be higher than they would if there were only a few applicants. For specific information about private colleges and universities in California--and in the entire nation--it is suggested that the following references, available in school libraries and all public libraries and bookstores, be consulted:

1. Cass and Birnbaum's Comparative Guide to American Colleges
2. Lovejoy's College Guide
3. Barron's Guide to the Two-Year Colleges
4. College Entrance Examination Board's The College Handbook

Students may also write to the college or university in which they are interested to request a catalog. Many libraries have reference copies of catalogs that are available to students.

INDEX

Academic Major, H.S. 49
Accuracy 23
Administrative Policies 1
Admission, State Universities . . 59
Adult Student Cumulative . . . .
  Sample Record 24
Agencies 55
Allocation of Counseling Hours . . 2
Application, Veterans 37
Attendance Requirements -
  Visa School 34
Authorized Tests for Credit in
  Academic Subjects 10
Authorized Visa Schools 33

B Visa 35
Barbering License 20
Basic Army Training 16
Benefits, Veterans 37
Business Major, H.S. 50

California Achievement Test . . . 10
California State Colleges 58
California State Universities . . . 58
Campuses, California State . . . 50
Carnegie Unit 48
Catalog of Authorized Subjects . . 54
Certificate of Eligibility,
  Veterans 38
Certificate Programs 54
Certification of Attendance . . . 39
Certification by the Principal . . 26
Certification to Regional Office . 39
Change of Visa Status 35
Citizenship and Visa Students . . 33
Coast Guard Institute 16
College Counseling 57
Community Agencies as
  Resources 55
Community Colleges Purpose . . . 55
Community Junior Colleges . . . 55
Constructing the Problem 6
Cosmetology License 19
Counseling Ethics 3
Counseling Interview 7
Counselor's Attitude 5
Counselor's Function 43
Counselor's Verbalization 5
Credit Evaluation 15
Credits, High School 48
Credit for Military Training
  Programs 16
Credit from Sources Other Than
  Schools 15
Criteria for Effective
  Interview 6
Current Files 29

Destruction of Records 31
Directory of Health, Welfare
  and Recreation Services in
  Los Angeles County 55
Distributive Occupations 50
Docket Control 34
Don'ts in Cumulative Recording . . 25

Eighth Grade Requirements 53
Eligibility, Veterans 37
Enrollment Requirements -
  Visa Schools 34
Entering Marks from Transcripts . . 25
Equivalency Testing 10
Establishing Eighth Grade
  Proficiency 9
Establishing Rapport 5
Examination Requirements -
  University 59

F Visa Holders 33
Facsimile Signatures 41
Files 26
Fine Arts Major, H.S. 50
First Aid Instructions 48
Fixing Responsibility for Decisions . 5

Foreign Study 20
Forms - I-20 and I-538 . . . 35
Freshmen 50

General Educational Development Tests 10
General Major, H.S. . . . 51
Governmental and Other Agencies 44
Graduate File 29
Graduation Requirements . . 47
Group Interviews 7

Homemaking Major 51

I-20 34
I-538 35
Improving the Interview . . 8
Inactive File 29
Industrial Ed. Major 52
Informal Interview 7
Interview 5

Job Placement 45
Junior Colleges 57

Key Community Resources . . 55

Licensed Occupations . . . 19

Major Sequence, H.S. . . . 47
Maximum Credit Allocation for GED Tests 12
MDTA and Specially Funded Programs 17
Microfilming 29
Military Training Programs . 16
Minimum Number of H.S. Credits 48
Music Major 50

Non-Immigrant Visa Holders 33
Nursing License 20
Observing 6

Occupational Information . . . 44
Occupational Library 44
Outgoing Transcripts 26

Permanent Records 31
Policy, Counseling 1
Policy, Student Attendance . . 1
Position Responsibilities and Requirements 2
Posting of Bond 34
Preparation of Records for Microfilming 30
Private Colleges and Universities 60
Programmed Instruction 49
Programming, Interviews . . . 7
Prospective Graduate File . . . 29
Publications - Private Institutions 60
Publications - Vocational . . . 44
Purpose, Interview 5

Qualification for High School Diploma - Veterans 41
Questioning 6

Recording Standards 23
Records 23
Records and Reports - Veterans 40
Records Currently Available at Microfilming 29
Referral Procedures 56
Referral Sources 44
Residence Requirements - High School 48
Resources - Community 55

SAT Test 59
Scholarship Requirements . . . 59
Scope - Vocational Counseling 43
Secretarial Major 53
Seeing the Client's Problem . . 5
Showing Acceptance of the Client 5

Sources of Occupational Information 44
Standards of Achievement - High School 48
State Barbering License 20
State Colleges - California . . . 58
State Cosmetology License . . . 19
Students Under 18 1
Summary - Credit Evaluation . . 21
Supporting Records 23

Termination of I-20 35
Termination of Training - Veterans 40
Testing 9
Testing for Diploma Credit . . . 9
Testing - Vocational 43
Tests as Diagnostic Devices . . . 9
Transcript of High School Record - Sample 28
Transcript Request - Sample . . . 27
Transcript Requests 26
Transfer of F-1 Visa Students . . 34
Transfer Student - Colleges . . . 58
Transfer Student - Universities . 59
Travel Permits 35
Two-Year Colleges 57
Types of Interviews 7

Unclaimed Transcripts 29
Universities - California 58
USAF Courses 16
Use of Agencies 55
Uses and Limitation of Testing . . 9

Veterans Administration Regulations 41
Veteran's Application 37
Veteran's Benefits 37
Veteran's Counseling 37
Veteran's Eligibility 37
Visa Program 33
Visa Schools 33
Vocational Counseling 43
Vocational Nurse License 20

Welfare Information Service . . . 55
Work Achievement Credit 17
Work Permits 34

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